Assessment Schedule – 2025

History: Examine sources of an historical event that is of significance to New Zealanders (91231)

Evidence: Question One

Achievement		Achievement with Merit		Achievement with Excellence	
A3	**A4**	**M5**	**M6**	**E7**	**E8**
Examines some material from the Introduction and at least TWO of Sources A–C, reflecting *understanding* of why the Kīngitanga or Māori King movement was established.	Examines material from the Introduction and at least TWO of Sources A–C, reflecting *understanding* of why the Kīngitanga or Māori King movement was established.	Examines in depth material from the Introduction and at least TWO of Sources A–C, reflecting a *thorough understanding* of why the Kīngitanga or Māori King movement was established.	Examines in depth material from the Introduction and at least TWO of Sources A–C, reflecting a *thorough understanding* of why the Kīngitanga or Māori King movement was established.	Examines comprehensively material from the Introduction and at least TWO of Sources A–C, reflecting a *perceptive understanding* of why the Kīngitanga or Māori King movement was established.	Examines comprehensively material from the Introduction and at least TWO of Sources A–C, reflecting a *perceptive understanding* of why the Kīngitanga or Māori King movement was established.
Attempts to use supporting evidence.	Uses some supporting evidence (may include irrelevant material).	Frames explanation in own words, while drawing on the sources for supporting evidence (may include some irrelevant material).	Frames explanation in own words, while drawing on the sources for supporting evidence.	Frames detailed explanation in own words, while drawing on the sources for supporting evidence (may be implied or inferred).	Frames detailed explanation in own words, while drawing on the sources for supporting evidence.
				Draws conclusions beyond the immediately obvious.	Draws conclusions and raises relevant questions, beyond the immediately obvious. Explanation, examples, and evidence are drawn from the sources and wider knowledge.

N2 = Extracts material from the Introduction and ONE of Sources A–C related to why the Kīngitanga or Māori King movement was established.

N1 = Extracts some material from the Introduction and ONE of Sources A–C related to why the Kīngitanga or Māori King movement was established.

N0 = No response; no relevant evidence.

Sample evidence for Question One: Why was the Kīngitanga or Māori King movement established, using evidence from the **Introduction** and at least TWO of **Sources A–C**?

Introduction

- To unify Māori in a pan-tribal movement.
- To promote the well-being and good fortune of all Māori.

Source A

- By the mid-19th century, Māori communities were under increasing pressure from European settlers (Pākehā), particularly through widespread land loss, political marginalisation, and growing social disruption.
- The colonial government and settler expansion were rapidly undermining traditional Māori authority and autonomy.
- In response to these challenges, many Māori leaders recognised the urgent need for unity and a central form of leadership that could safeguard their land, culture, and political independence.
- The Kīngitanga or Māori King movement was established in the 1850s as a way for Māori to unite under a single leader. The reason behind this was to stop the loss of land to European settlers.
- Different iwi had their own chiefs, but they needed one leader to bring everyone together and deal with the growing power of the British government.
- Having a king was a way to match the authority of the British Queen and show Māori could govern themselves.
- The Kīngitanga or Māori King movement was a response to the challenges Māori faced during colonisation.
- Highlights how White encroachment on Māori land led to calls for unity.
- The Kīngitanga or Māori King movement was established in 1858 as a direct response to increasing land loss, political marginalisation, and the need for Māori unity in the face of growing Pākehā colonisation. As settler demand for arable land surged, the Crown's Native Land Purchase Department employed manipulative tactics, often targeting individuals or small groups, causing internal division and accelerating land alienation.
- Visionaries like Tamihana Te Rauparaha, inspired by British political structures, proposed a Māori monarchy to unite iwi and provide equal footing with the Crown.

Source B

- Māori were concerned about the increasing sale of land and believed that by having a King, they could protect their land better and stop the pressure to sell it. Another reason for the Kīngitanga or Māori King movement was to provide Māori with a sense of unity and leadership.
- Explains that some Māori admired the British model of having a single sovereign and believed that a unified Māori leadership could provide similar strength.
- Visionaries like Tamihana Te Rauparaha, inspired by British political structures, proposed a Māori monarchy to unite iwi and provide equal footing with the Crown.
- The idea of one Māori sovereign – mirroring the unity seen in the British system – aimed to end intertribal warfare, resist further land sales, and create a separate governing body for Māori.

Source C

- Māori also hoped to stop intertribal warfare and protect their culture.
- Together, these motivations led to the formation of the Kīngitanga or Māori King movement, with Pōtatau Te Wherowhero chosen as the first Māori King in 1858, symbolising a united Māori effort to resist colonisation and assert sovereignty.
- The Kīngitanga or Māori King movement also sought to preserve Māori culture and identity as colonisation advanced.
- The crowning of Pōtatau Te Wherowhero as the first Māori King marked a powerful symbol of kotahitanga (unity) and the determination to maintain tino rangatiratanga (self-determination) in a rapidly changing world.

Evidence: Question Two

Achievement		Achievement with Merit		Achievement with Excellence	
A3	**A4**	**M5**	**M6**	**E7**	**E8**
Examines some material from at least TWO of Sources D–G, reflecting *understanding* of how perspectives on the Kīngitanga or Māori King movement changed or continued over time.	Examines material from at least TWO of Sources D–G reflecting *understanding* of how perspectives on the Kīngitanga or Māori King movement changed or continued over time.	Examines in depth material from at least TWO of Sources D–G, reflecting a *thorough understanding* of how perspectives on the Kīngitanga or Māori King movement changed or continued over time.	Examines in depth material from at least TWO of Sources D–G, reflecting a *thorough understanding* of how perspectives on the Kīngitanga or Māori King movement changed or continued over time.	Examines comprehensively material from at least TWO of Sources D–G, reflecting a *perceptive understanding* of how perspectives on the Kīngitanga or Māori King movement changed or continued over time.	Examines comprehensively material from at least TWO of Sources D–G, reflecting a *perceptive understanding* of how perspectives on the Kīngitanga or Māori King movement changed or continued over time.
		Frames detailed responses in own words, while drawing on the sources for supporting evidence.	Frames detailed responses in own words, while drawing on the sources for supporting evidence.	Frames detailed responses in own words, while drawing on the sources (including implied or inferred) for supporting evidence.	Frames detailed responses in own words, while drawing on the sources for supporting evidence.
Includes direct reference to the source(s) (may have limitations).	Includes direct reference to the source(s).	Includes direct detailed reference to the source(s) (may have limitations).	Includes direct detailed reference to the source(s).	Includes direct detailed reference to the source(s).	Includes direct detailed reference to the source(s).
				Reflects a high degree of engagement with the source(s), i.e. raising questions, awareness of limitations, etc.	Reflects a higher degree of engagement with the source(s), i.e. raising questions, awareness of limitations, and the basis for making assumptions from it.

N2 = Extracts material from ONE of Sources D–G and attempts to examine how perspectives on the Kīngitanga or Māori King movement changed or continued over time.

N1 = Extracts some material from ONE of Sources D–G and attempts to examine how perspectives on the Kīngitanga or Māori King movement changed or continued over time.

N0 = No response; no relevant evidence.

Sample evidence for Question Two: How did perspectives on the Kīngitanga or Māori King movement change or continue over time, using evidence from at least TWO of **Sources D–G**?

Source D

- Portrays the Kīngitanga or Māori King movement as outdated, mocks Tāwhiao, and predicts its decline.
- Colonial and condescending.
- Source date (1893) reflects the colonial view of the movement as outdated, with King Tāwhiao seen as a defiant, comedic figure, and the Kīngitanga or Māori King movement dismissed as nearing its end.
- The Kīngitanga or Māori King movement was seen as trying to keep Māori land and mana when the Crown was gaining control, showing that Māori wanted their own leadership and were resistant to government pressure.

Source E

- The Kīngitanga or Māori King movement founded in 1858, has shown both change and continuity over time, transforming into a unifying and powerful force in Māori society.
- The Kīngitanga or Māori King movement remains a unifying force and symbol of cultural identity, resistance, and contemporary Māori pride.
- The Kīngitanga or Māori King movement remains highly influential, with large gatherings at Tūrangawaewae marae.
- The Kīngitanga or Māori King movement continues to play a central role in Māori unity and cultural leadership.
- Today, the Kīngitanga or Māori King movement still holds mana but has adapted. It now focuses on uniting Māori, supporting kaupapa Māori business, and responding to modern issues like the environment and political leadership.
- While the Kīngitanga or Māori King movement has changed in how it works, its main purpose of protecting Māori mana and unity has stayed the same.

Source F

- The Kīngitanga or Māori King movement remains a unifying force and symbol of cultural identity, resistance, and contemporary Māori pride.
- Source date (2024) shows that the Kīngitanga or Māori King movement remains highly influential, with large gatherings at Tūrangawaewae marae.
- The movement continues to play a central role in Māori unity and cultural leadership.

Source G

- Highlights a growing solidarity among iwi, including Ngāpuhi, which traditionally resisted the Kīngitanga or Māori King movement.
- Ngāpuhi's participation in modern hui signals a shift towards collaboration for shared Māori interests.
- Reveals shifting dynamics and complex unity, as independent iwi like Ngāpuhi move toward collaboration and shared purpose under the umbrella of kotahitanga.
- Iwi solidarity is increasing, with even historically independent iwi like Ngāpuhi participating in the movement.

Evidence: Question Three

Achievement		Achievement with Merit		Achievement with Excellence	
A3	**A4**	**M5**	**M6**	**E7**	**E8**
Examines some material from Sources A and B, reflecting *understanding* of their usefulness for historians, considering historical concepts, such as intent, motivation, and / or reliability.	Examines material from Sources A and B, reflecting *understanding* of their usefulness for historians, considering historical concepts, such as intent, motivation, and / or reliability.	Examines in depth material from Sources A and B, reflecting a *thorough understanding* of their usefulness for historians, considering historical concepts, such as intent, motivation, and / or reliability.	Examines in depth material from Sources A and B, reflecting a *thorough understanding* of their usefulness for historians, considering historical concepts, such as intent, motivation, and / or reliability.	Examines comprehensively material from Sources A and B, reflecting a *perceptive understanding* of their usefulness for historians, considering historical concepts, such as intent, motivation, and / or reliability.	Examines comprehensively material from Sources A and B, reflecting a *perceptive understanding* of their usefulness for historians, considering historical concepts, such as intent, motivation, and / or reliability.
Attempts to use supporting evidence.	Uses supporting evidence (may include some irrelevant information or application of sources).	Uses appropriate and relevant supporting evidence accurately.	Uses appropriate and relevant supporting evidence accurately.	Uses appropriate and relevant supporting evidence accurately.	Uses appropriate and relevant supporting evidence accurately.
		Frames detailed response in own words, while drawing on the sources for supporting evidence (may have limitations).	Frames detailed response in own words, while drawing on the sources for supporting evidence.	Frames detailed response in own words, while drawing on the sources (may be implied or inferred) for supporting evidence.	Frames detailed response in own words, while drawing on the sources for supporting evidence.
				Shows some awareness of the limitations of the evidence.	Shows some awareness of the limitations of the evidence.
				Reflects some insight, via conclusions / questions.	Draws insightful conclusions beyond the immediately obvious and / or raises relevant questions.

N2 = Extracts material from Sources A and B and attempts to examine their usefulness for historians, considering historical concepts, such as intent, motivation, and / or reliability.

N1 = Extracts some material from Sources A and B and attempts to examine their usefulness for historians, considering historical concepts, such as intent, motivation, and / or reliability.

N0 = No response; no relevant evidence.

Sample evidence for Question Three: Examine the usefulness of **Sources A and B** for historians, considering historical concepts, such as intent and motivation, and / or reliability, to support your answer.

<u>**Source A**</u>

Intent and motivation

- Designed for a broad audience, potentially offering less depth.
- Serves as a general reference for the public, offering an accessible summary of the Kīngitanga or Māori King movement.
- Aims to provide a concise, neutral introduction to the topic, as a crowdsourced and widely edited resource.
- Primary motivation is to inform a broad audience, from casual readers to academic researchers, although it does not aim to engage deeply with complex historical debates.
- Wikipedia articles are typically designed to offer overviews rather than deep, critical assessments of historical issues.

Reliability

- Less reliable for scholarly research because of general and crowdsourced nature.
- Relies on secondary sources, but its key limitation is that it is crowdsourced, meaning its reliability can vary.
- References academic works but does not offer the depth or scholarly precision needed for serious historical analysis.
- The potential for outdated or biased information also makes it more difficult to trust in the context of rigorous academic research.
- Historians would likely need to cross-reference the information with peer-reviewed journals or primary sources to ensure accuracy.

Usefulness

Source A provides a general overview but lacks the depth needed for academic work.

- Strengths
  - Offers a broad and relatively succinct overview of the Kīngitanga or Māori King movement, making it useful as an entry point for researchers unfamiliar with the topic.
  - It briefly touches upon the socio-political climate in which the Kīngitanga or Māori King movement was founded, including land disputes and European settler pressures, which is helpful for framing the movement's emergence.
- Limitations
  - The lack of scholarly depth, critical analysis, and nuanced discussion means that it lacks the analytical weight necessary for historians exploring the complex motivations behind the Kīngitanga or Māori King movement.
  - The absence of primary sources or direct citations diminishes its scholarly rigor.

<u>**Source B**</u>

Intent and motivation

- Offers a more specialised, in-depth examination of the Kīngitanga or Māori King movement's origins.
- Produced by Te Ara, New Zealand's official online encyclopedia, which aims to provide a well-researched, authoritative account of the Kīngitanga or Māori King movement.
- Its primary motivation is educational, written by experts in Māori history and politics.
- It is intended to inform both the public and scholars, offering a comprehensive and factual understanding of the movement's origins.
- Te Ara is reputable, and therefore the source is more aligned with academic standards than a general reference work.

Reliability

- Stands out for its scholarly rigor.
- It is a peer-reviewed, expert-written source.
- As a product of the New Zealand government's Te Ara project, it benefits from institutional oversight, enhancing its credibility.
- The depth with which it traces the formation and ideological underpinnings of the Kīngitanga or Māori King movement ensures its usefulness for historians.

Usefulness

Source B is significantly more useful for historians, offering a thorough exploration of the movement's origins and the motivations behind its creation.

- Strengths
  - Offers excellent historical context and insight, detailing not just the formation of the Kīngitanga or Māori King movement, but also the broader socio-political forces that influenced its creation.
  - The connection to intertribal conflicts and British colonial expansion, provides historians with a well-rounded understanding of the movement's origins.
  - It links the Kīngitanga or Māori King movement to larger themes of sovereignty and colonial resistance, making it invaluable for deeper historical exploration.
- Limitations
  - Focuses primarily on the early stages of the movement.
  - For historians interested in the evolution of the Kīngitanga or Māori King movement beyond its inception, further research would be necessary.
  - Lacks a critical evaluation of the ongoing tensions within Māori politics, such as the resistance to the Kīngitanga or Māori King movement from some iwi, such as Ngāpuhi.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24